DOCUMENT RESUME

ED 158 025 CE 017 427

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TITLE Humanistic Career Education Training Manual.
INSTITUTION Kentucky State Dept. of Education, Frankfort. Div. of Guidance Services.
PUB DATE [76]
NOTE 131p.; Some pages in this document may not reproduce well due to poor print quality

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Career Education; *Curriculum Design; Educational Legislation; Educational Strategies; *Human Relations; Inservice Programs; Occupational Clusters; *Program Development; Program Planning; *Team Training; Workshops
IDENTIFIERS Career Education Act 1976

ABSTRACT

Intended to serve as either a training program for local educators or as an idea bank for shorter career education training programs, this manual presents a five-day intensive training program based on two major thrusts. The first thrust is team building through human relations experiences. The second thrust is a sequential curriculum design for Career Education efforts within the school or system involved. A preface providing an outline of the training activities is followed by a detailed description of each day's activities including the following elements: rationale; objectives; schedule of timelines, inputs, grouping patterns, responsibilities, and materials needed; trainer resource pages; participant information sheets; and evaluation forms. The activities are based on "The Career Education Act of 1976" and the school-community atmosphere where the program is to be carried out. Some of the activities cover the following information: the United States Office of Education Career Clusters, methods of infusing career education into the curriculum, and communication skills. (BM)

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HUMANISTIC CAREER EDUCATION

TRAINING MANUAL

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For improvement of professional competencies as provided for with Title IV strengthening funds in Staff Development of Kentucky Department of Education.

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CE 017 427

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

This program is based on two major thrusts. The first thrust is team building through human relations experiences. The second thrust is a sequential curriculum design for Career Education efforts within the school or system involved.

During professional experiences of the authors one thing has become more evident with each training effort persued -- "People must feel good about themselves and have positive feelings for their co-workers in order to maximise individual and group efforts". Much effort, therefore, is expended in the area of human relations.

This human relations emphasis provides the atmosphere and catalyst for the job at hand -- "House Bill 70 - The Career Education Act of 1976". As professionals in the Kentucky Department of Education the implementation and support of this law is natural. The product sought is a sequential Career Education program based on both "The Career Education Act" and the School-community atmosphere where the program is to be carried out.

It is our feeling that this manual can serve as either a program of training for local educators as written, or can function as an "idea bank" for shorter Career Education training programs.

ACKNOWLEDGEMENTS

1. Dr. James B. Graham, Superintendent of Public Instruction; Mr. Raymond Barber, Deputy Superintendent of Public Instruction; and Dr. Donald VanFleet, Director, Office of Research and Planning for their support of the Division staff.

2. Dr. Curtis Phipps, Director, Division of Guidance and Social Work for his patience and support.

3. Dr. Jim Macholland, Dr. Lacy Hall, and Dr. Arnold Nakajema for many of the Human Relations Activities.

4. Northwest Regional Lab for their contributions many years ago "Research Utilization for Problem Solving".

5. Bell County Schools, Mayfield Independent Schools, and Floyd County Schools for allowing their educators to field test this program.

6. Murray State University, Eastern Kentucky University, and Morehead State University for their cooperation in the field test efforts.

ABOUT THE FORMAT

This program, "Humanistic Career Education Training", has been designed as a five day intensive training program. Time-lines, Inputs, Grouping Patterns, Responsibilities, and Materials need are presented on the horizontal white pages.*

Trainer resource pages are yellow and directly follow the horizontal pages. These pages give added rationale and support to persons serving as trainers.

All handouts are color coded pink and follow the yellow pages. These pages need not be pink when duplicated for participants but for easy access in the manual all are pink.

The final page of each day's section is the process evaluation. Process evaluation is necessary in order to validate each day's progress.

* Note: Days are presented as they occurred during field test. The names listed are only used to model a possible division of labor.

PREFACE

CAREER EDUCATION

Sun. Evening:

1. Orientation to Career Education Law 1976
2. Orientation to week's activities

Monday:

1. Team building through humanistic strategies
2. Cluster Exploration
3. Cluster Selection
4. Goal Setting

Tuesday:

1. Cluster discussion and prioritizing brainstormed sctivities
2. Materials search
3. ERIC system discussion
4. Introduction to program development strategies
   - A. Goals
   - B. Objectives
   - C. Activities
   - D. Resources
   - E. Evaluation

Wednesday
Thursday:

1. Construction cluster simulation
2. Discussion of simulation relevance
3. Presentation of activities to infuse Career Education into existing cirriculum (in-depth)
   - A. Interviewing
   - B. Research activities
   - C. Community Involvement
   - D. Hands-On activities
   - E. Field trips
   - F. Learning centers
   - G. Discussion groups (Group activities)
   - H. On the Job Observation (Shadowing_
   - I. Public Relations
   - J. Promotional activities
4. Manufacturing cluster simulation and discussion

Friday:

1. Communication simulation
2. Discussion of simulation relevance
3. Planning for community resource handbook
4. Closure of cognitive input from sessions
5. Closure of humanistic strategies for team building

SUNDAY

Process:

It is necessary to inform participants at the beginning of this program as to what will be presented and what is expected (During these field tests graduate credit was given to participants - this was negotiated with Regional Universities and paid for by the local school system).

Objectives:

1. The orientation of participants to Career Education Act.
2. The orientation of participants to program activities.
3. Registration of participants for graduate credit.

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM SUNDAY

Time	Input - Strategies	Grouping	Person Responsible	Materials
6:30 7:00	Orientation to Career Education Act of 1976	Large	Trainer	Overlays
7:00 7:30	Orientation to five-day training session (general overview of daily schedule and projected activities)	Large	Trainer	Agendas
7:30	Registration for University credit	Individual		Registration forms

MONDAY

MONDAY

Process:

The rationale for the first day's activities is tri-modal. First it is necessary to establish group rapport and belongingness. Second it is necessary to involve all participants in a data producing process which generates local input to cluster strategies. Third it is necessary to establish goals relating to the remaining week's activities.

Objectives:

1. To involve the participants in a series of human relations activities to establish group rapport.
2. To brainstorm all clusters at the awareness, exploration, and preparation levels in order to generate local data for later use.
3. To introduce goal setting by allowing each participant to set an overnight goal.

Evaluation:

See process evaluation compilation at the end of Monday's Handouts.

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM MONDAY

Time	Input - Strategies	Grouping	Person Responsible	Materials
8:30 9:00	Self Concept - Theoretical Presentation	Large	Trainer	
9:00 9:30	LIFE CAPSULE - H P strategy (see trainer resource I-A; I-B) (NOTE: Co-trainers list at least 2 points for each participant for large group Zoom Lens)	Small	Trainer/co-trainer	I-A I-B
9:30 0:00	ZOOM LENS - H P strategy (see trainer resource I-C)	Large	Co-trainers	I-C
0:00 0:15	BREAK			
0:15 1:00	Introduction of PROUD WHIP "I'm proud of -----" "I'm proud of----------in teaching children."	Large	Trainer	
1:00 1:20	Presentation of Cluster System	Large	Co-trainer	I-D
1:20 1:30	Introduction of BRAINSTORMING technique I-E; I-F 1. Appoint recorder 2. Ground rules (next page)	Large	Co-trainer	I-E

Time	Input - Strategies	Grouping	Person Responsible	Materials
	a. Rapid Fire b. Don't Judge c. Pig-tail on others ideas d. Maximum # is desired outcome	Large	Co-trainer	
11:30	3. "Paper Clip" for example 4. Compare #'s for winning group	Small	Trainer/co-trainer	I-F
11:35 12:00	Assignment of Clusters per group for Brainstorming following lunch	Large	Trainer/co-trainer	I-G
1:00 1:15	Discussion of Awareness Exploration Preparation levels	Large	Trainer	
	TRAINER NOTE: There will be 15 separate Brainstorms. Each group will Brainstorm each of their 5 clusters at the Awareness, Exploration & Preparation levels			
1:15 1:20	Brainstorm # 1 All groups first cluster for (3) min. at the awareness level	Small	Trainer/co-trainer	Paper for recording each brainstorming activity
1:20 1:25	# 2 (repeat with second cluster)	Small		
1:25 1:30	# 3 (repeat with third cluster)	Small		

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM

Time	Input - Strategies	Grouping	Person Responsible	Materials
1:30 1:35	# 4 (repeat with fourth cluster)	Small		
1:35 1:40	# 5 (repeat with fifth cluster)	Small		
1:40 1:45	Change focus to Exploration (hands-on activities)	Large	Trainer/co-trainer	Paper for recording each brainstorming activity
1:45 1:50	Brainstorm # 6 all groups first cluster for three (3) min. at the Exploration Level	Small		
1:50 1:55	# 7 (repeat with second cluster)	Small		
1:55 2:00	# 8 (repeat with third cluster)	Small		
2:00 2:05	# 9 (repeat with fourth cluster)	Small		
2:05 2:10	# 10 (repeat with fifth cluster)	Small		
2:10 2:15	Change focus to Preparation Level (Senior High)	Large	Trainer/co-trainer	Paper for recording each brainstorming activity
2:15 2:20	Brainstorm # 11 All groups first cluster for three (3) min. at Preparation Level	Small		

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM

Time	Input - Strategies	Grouping	Person Responsible	Materials
2;20 2;25	# 12 (repeat with second cluster	Small		
2:25 2;30	# 13 (repeat with third cluster)	Small		
2;30 2;35	# 14 (repeat with fourth-cluster)	Small		
2;35 2;40	# 15 (repeat with fifth cluster	Small		
2;40 2;45	Collect pages and compile in three areas AW, Exp, Prep. (Results to be typed and duplicated for Tues. A.M. use	Small		
2:45 3:00	Introduction to Goal Setting H. P. strategy (see trainer resource page 3)	Large	Trainer	I-H
3:00 3:10	Individual Goal Setting (to be accomplished by 8:30 AM Tuesday)	Small	Trainer/co-trainer	
3:10 3:15	Process Evaluation	Large	Trainer	Evaluation form # 1

GROUND RULES

1. Participants must decide at the outset that they can be present and on time for each session otherwise they should plan to take the workshop at another time.

2. Participants may not explore the negative past.

3. Participants will focus on positive experience and feelings.

4. Psychological interpretations of another person's behavior are not permitted.

5. Participants are asked to be open and creative rather than judgemental.

6. Each participant determines his own goals and objectives.

7. Participants share with the group only that which they wish to share and participate only to the extent they wish to.

8. Content of group discussions is considered confidential unless otherwise decided by the entire group.

9. Participants are asked to wear confortable, relaxed clothing.

I. Life Capsule (6 minutes per person)

Goals - to set participants at ease; to give them an opportunity to become acquainted; and to begin building a level of trust among participants

TIME - 6 minutes per person or 3 minutes - depending on the group

Materials - 3 minute egg timer

Process

Sample Explanation

We are now going to move into what we call the Life Capsule. (Based on the work of Dr. Herbert Otto). Each person in the group will have six minutes to tell about himself so we may become acquainted with him as a person. During the first five minutes of our unfoldment experience each of us will disclose from earliest life to the present, those experiences which we feel have contributed to our being the person we are. The last minute will be used in sharing the happiest moment in your life. If any person is unable to use the full 6 minutes, then the group will be invited to ask questions which will help us to know you better. "Are there any questions? Then I will begin." (1)

The leader sets the depth of unfoldment by going first. This "instructs" the participants as to the level of unfoldment with which the leader is comfortable. Also, if the group members seem consistently to not use six minutes, move on. Your goal is to make the entire experience positive. Avoid creating anxiety. A three-minute egg timer is used so participants will be limited to the allowed time - Don't Probe - Don't Drag. (Note: In some settings 3 minutes of unfoldment has been used effectively instead of five the shorter time relieves anxiety often. If the trainer feels the group is very anxious, he may have two stages of unfoldment. The first time each member states his name, address, occupation and one thing the other group members can identify him by. This helps relieve anxiety before the life capsul unfoldment.)

II. Zoom Lens

Goal - to deepen empathy by showing each participant there are persons who have heard even the smallest of details which also reinforces the participants' potential to listen.

Time - 2 minutes per person

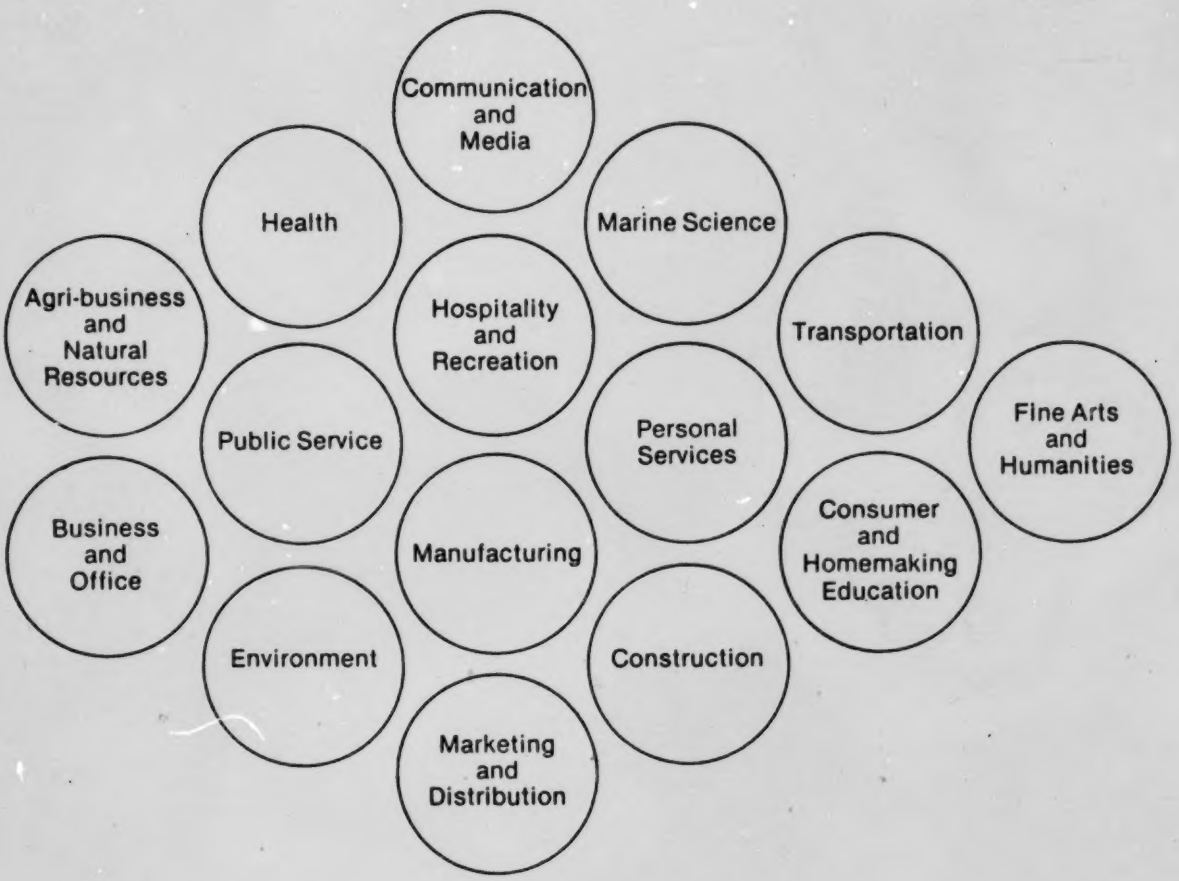
Process

Sample Explanation

Now we want to test your potential to 'be with' each other and to listen to each other. We are going to start with me, and I am going to ask the group to remember as much as it can about what I told about myself during my six minute Life Capsule. When we have finished with me, we will move to the person on my right, and go around the group remembering as much as we can about each person. We will bombard rather than taking turns or recalling in any sequence (!)

The Zoom Lens is often an exciting experience to many. It is important that verbal feedback be given to each group member. Therefore, the leader will need to move the group on to the next person just as soon as the recall has been given. Leader should ask "Have we forgotten anything?" Pause and then move on to the next person.

UNITED STATES OFFICE OF EDUCATION
Career Clusters



The Cluster System

The cluster system is a means of organizing the world of work. It is a logical breakdown of occupations and a grouping of those which have some basic commonalities. The United States Office of Education identified fifteen occupational clusters which are listed below along with some of the occupations found within the clusters.

I. Business and Office

a. Jobs in the clerical family: clerk typist, file clerk, office machines operator, receptionist, stenographer, bookkeeper.

b. Jobs in the secretarial family: executive, bilingual, educational, legal, medical, foreign service, civil service, technical.

c. Jobs in the data processing family: tape librarian, key punch and coding equipment operator, computer and console operator, programmer, systems analyst.

d. Jobs in the management family: personnel manager, credit and collection manager, clerical and office supervisor, budget management analyst, administrative assistant.

e. Jobs in the business ownership family: personal services, business services, transportation, manufacturing, construction, retail franchise, dealership.

II. Marketing and Distribution

a. Jobs in the management and mid-management family: store manager, advertising manager, assistant store manager, buyer, assistant buyer, management trainee.

b. Jobs in the supervision family: department supervisor, warehouse supervisor, floor supervisor.

c. Jobs in the personnel family: personnel department manager, inservice trainer.

d. Jobs in the marketing system: salesman, bridal consultant, personal shopper, demonstrator, manager of distribution warehouses, driver salesman, route salesman, export manager, import-export agent, custom house broker, buyer, sales promotion personnel such as copy writer, artist, lay-out man, display person.

e. Jobs in marketing services: broker, floor representative, financial service salesman, securities trader, credit department personnel, estate planner, claims adjustor, investigator, life underwriter, market analyst.

III. Communications and Media

a. Jobs in the audio-visual family: commercial photographer, lithographer, photo engraver, film production worker, model, darkroom processor, recording equipment technician, recording artist, electronics systems technician, audio systems technician.

b. Jobs in the language family: sign painter, illustrator, advertising personnel, foreign service worker, interpreter, symbol designer.

c. Jobs in the publishing family: bookbinder, type setter, proofreader, creative writer, sports reporter, editor, typist, publisher, illustrator.

d. Jobs in the broadcasting family: radio and television announcer, actor, news reporter, musician, technician, repairmen, satellite transmission technician, laser transmission technician, federal and international communications personnel, scriptwriter.

e. Jobs in the line communications family: data transmission technician, systems analyst, programmer, computer and console operator, peripheral equipment operator, Morse code operator, telegraph and telephone lineman, telephone operator, business office personnel, repairman.

IV. Construction

a. Jobs in the carpentry family: dock carpenter, maintenance carpenter, hardwood flooring carpenter, billboard erector and repairman, joiner, acoustical carpenter, wood boatbuilder, carpenter inspector.

b. Jobs in the painting and decorating family: rough painter, structural steel painter, boat painter, painter and decorator apprentice, waterproofer.

c. Jobs in the heating family: hot air furnace installer, helper, repairman.

d. Jobs in the roofing family: roofer helper, corrugated sheet material sheeter, roofer apprentice, roofer.

e. Jobs in the glazing family: glazier foreman, glazier helper, glass installer, glazier in construction.

f. Jobs in the plastering family: plaster helper, permastone dresser, molding plasterer, plasterer, lather, stucco mason.

g. Jobs in drywall installers family: dry-wall applicator, sander, taper.

h. Jobs in the masonry family: tuck pointer, terrazzo worker, stone mason, soft-tile setter, permastone man, monument setter, marble setter, bricklayer (firebrick, tile), chimney repairman.

V. Manufacturing

a. Jobs in management: plant manager, production manager, personnel manager, researcher and developer, designer.

b. Jobs in personnel technology: labor relations personnel, human engineer, training personnel, retirement counselor, labor consultant, stenographer.

c. Jobs in engineering: designer, draftsman, technical writer, production cost estimator, production researcher, clerk and stenographer.

d. Jobs in production technology: electrician, millwright, material testor, quality controller, fabrication specialist, machine installer, packaging personnel, distribution personnel, product servicing personnel.

e. Jobs in production: process planter, warehouseman, material handler, machine operator, craftsman, production line worker, fabricator, assembler, welder, rivetor, custodian, sweeper, systems controller, programmer.

VI. Transportation

a. Jobs in the land transportation family: taxi driver, automobile designer, used car salesman, auto mechanic, auto body repairman, motorcycle repairman, bus driver, ticket agent, travel agent, teamster official, railroad engineer, truck driver, porter, traffic policeman, bicycle salesman.

b. Jobs in the water transportation family: dock worker, longshoreman, navigator, radio operator, lighthouse keeper, barge owner, seaplane or navy pilot, professional water skier, boat builder, merchant marine, travel ageny, ship's nurse, submarine mechanic.

c. Jobs in the aerospace family: airline hostess, co-pilot, ticket agent, airplane mechanic, airplane designer, traffic controller, astronaut, computer operator, space suit designer, dietician, television technician, frogman, steelworker, electrician.

d. Jobs in the conveyor family: pipeline welder, equipment operator, structural worker, geologist, driller, rigger, engineer, surveyor, refinery worker, elevator operator, cable car conductor, machinery repairman.

VII. Agri-Business and Natural Resources

a. Jobs in the agri-business production family: field worker, field supervisor, production superintendent, farm manager, farm owner and manager.

b. Jobs in the agri-business supplies family: warehouse assistant, warehouseman, farm serviceman, store manager, field technician, agricultural engineer.

c. Jobs in the agri-business mechanics family: assemblyman, mechanic, shop foreman, parts manager, machinery designer, research engineer.

d. Jobs in the agri-business products family: meat plant worker, butcher, products grader, milk processing plant worker, ice cream plant worker, product packer, livestock buyer, produce inspector, laboratory technician.

e. Jobs in the horticulture family: florist helper, greenhouse worker, garden center salesman, greenhouse supervisor, florist, landscape architect.

f. Jobs in the natural resources family: conservation aid, game farmer, fish hatchery worker, game warden, forest ranger, soil scientist, environmental engineer, coal miner, oil field worker, lumberman.

VIII. Marine Science

a. Jobs in the oceanography family: biological, physical, geological and chemical oceanographer, oceanography teacher, laboratory assistant, marine technician, marine miner, undersea warefare engineer, ship crewman, submarine crewman, radio operator.

b. Jobs in the limnology family: biological, physical, geological and chemical limnologist, public health service scientist, fish culture technician, laboratory technician, water power engineer, flood gate operator, army engineer, microbiologist.

IX. Environmental Control Occupations

a. Jobs in the land family: mine inspector, ecologist, geologist, horticulturalist, conservation worker, park director, camp counselor, forest ranger, landscape architect, game warden, seismologist.

b. Jobs in the water family: water purity inspector, microbiologist, public water supply worker, coast guard member, chemical engineer, public health worker.

c. Jobs in the air family: anti-air-pullution equipment designer and builder, air pollution inspector, plant inspector, filter maker, environmental technician, allergist, industrial engineer.

d. Jobs in the disposal family: garbage collector, city dump yard work, sewer line worker, city engineer, industrial engineer, junk dealer.

X. Public Service Occupations

a. Jobs in the local service family: fireman, policeman, city councilman, school superintendent, school board member, deputy sheriff, jailer, telephone operator, city bus driver, lifeguard, mailman, paper boy, broadcaster, water purification worker, electrical worker.

b. Jobs in the state service family: state policemen, governor, superintendent of public instruction, child welfare worker, state park director, bus driver, mental health worker, rehabilitation worker, meat inspector, worker at state university.

c. Jobs in the national service family: F.B.I. man, armed serviceman, congressman, army depot worker, taxpayer assistant, social security clerk, agricultural researcher, food and drug inspector, national guardsman, weather bureau worker, federal judge, national airline pilot, public health doctor, veteran's hospital nurse, geological surveyor, national park worker, labor relations mediator, lock and dam attendant, postal inspector, federal prison guard.

d. Jobs in the international service family: international airline stewardess, international policeman, United Nations clerk, interpretator, ship's crewman, overseas telephone operator, embassy worker, narcotic agent, satellite communications technician, exporter-importer.

XI. Health Occupations

a. Jobs in the administration family: public health administrator, hospital administrator, assistant administrator, clinic administrator.

b. Jobs in the prevention and control family: environmental engineer, sanitation engineer, microbiologist, epidemiologist, food and drug inspector, nutritionist, school health educator, hygienists.

c. Jobs in the treatment and care family: doctor, physician's assistant, dentist, dental assistant, dental hygienist and technician, nurse, practical nurse, psychiatric aide, medical technologist, dietitian, hospital cook, orderly, ambulance driver, medical librarian, medical records clerk, pharmacist.

d. Jobs in the rehabilitation family: physical therapist, occupational therapist, speech and hearing therapist, prothesis and restoration technician, social worker, optician.

e. Jobs in the health education and communication family: health educator, medical illustrator, medical librarian, health economist, nutritionist.

f. Jobs in the medical research family: biochemist, biophysicist, epidemiologist, radiologist engineer and technician, statistician.

XII. Hospitality and Recreation Occupations

a. Jobs in the hospitality family: restaurant owner, waiter, waitress, chef, doorman, desk clerk, bartender, hat check girl, dancer, vocalist, musician, porter, motel manager, hostess, cashier, laundry worker, dish washer, short order cook, rest room attendant.

b. Jobs in the recreation family: lifeguard, pin boy, professional athlete, skating ring attendant, ski lodge desk clerk, bicycle repairman, snowmobile salesman, dock manager, boat repairman, camp director, camp counselor, crafts director, naturalist, Girl Scout or Boy Scout field director, Y.M.C.A. or Y.W.C.A. worker, playground director, safari guide, carnival worker, circus performer, sports writer, ticket salesman.

XIII. Personal Services Occupations

a. Jobs in the human body family: dressmaker, tailor, shoe shine boy, barber, cosmetologist, shoe repairman, ambulance driver, dentist, doctor, bartender, minister, cook, teacher, librarian, masseur.

b. Jobs in the home and property family: baby-sitter, detective, nursery school director, repairman, house painter, cabinet maker, insurance agent, furniture repairman, yardman, landscape architect, garbage collector, paper boy, domestic helper, interior decorator.

c. Jobs in the business and economics family: bank clerk, bail bondsman, messenger boy, secretary, lawyer, welfare worker.

XIV. Jobs in Fine Arts and Humanities Occupations

a. Jobs in the art family: painter, portrait artist, sculptress, printmaker, designer, interior decorator, potter, jewelry designer, jewelry maker, weaver, textile designer, set designer, T.V. illustrator, magazine or newspaper illustrator, cartoonist, art teacher, crafts teacher, architect, art historian, museum worker.

b. Jobs in the music family: opera singer, night club singer, folk singer, recording artist, band director, instrument player, church organist, vocal teacher, instrument teacher, instrument tuner, instrument maker, music store clerk, song writer, lyrics writer, music publisher, music critic, music historian.

c. Jobs in the dance family: dance instructor, ballet dancer, belly dancer, night club entertainer, stage entertainer, television or motion picture entertainer, folk dance teacher, choreographer.

d. Jobs in the drama family: actor, actress, director, producer, stage manager, ticket salesman, costume designer, cameramen, set designer, usher, lighting expert.

e. Jobs in the literature family: poet, novelist, short story writer, teacher, playwright, literary critic, proofreader, editor, publisher.

f. Job in the philosophy family: teacher.

g. Job in the humanities field: teacher.

XV. Consumer and Homemaking - Related Occupations

a. Jobs in the foods and nutrition family: dietitian, nutritionist, food salesman, kitchen manager, cook, steward, stewardess, waiter, waitress, cashier.

b. Jobs in the housing and home management family: interior designer, equipment home economist, salesman, window dresser, hospital housekeeper, hotel housekeeper, painter, chambermaid, custodian.

c. Jobs in the clothing, textile, and fashion family: teacher, extension specialist, fashion editor, weaver, buyer, salesperson, dressmaker, tailor, presser, inspector, checker, designer.

d. Jobs in the family and child development family: teacher (early childhood education), social service worker, director of day care center, paid companion, child care aide, baby-sitter.

It should be obvious from the job titles listed in the various clusters that an occupation may fall within more than one cluster, and it should be equally obvious that there is nothing sacred about this particular cluster system. Some schools incorporate all careers into eight or ten clusters of their own making, while others have developed as many as thirty-five clusters. For example, a cluster could be developed around the field of electricity, or the paper industry, or water, or eyesight. The possibilities are almost endless.

Another approach is to cluster the careers around the subject matter area taught in a departmentalized situation, in other words correlating the world of work with academic fields.

Regardless of the structure chosen as a means of fusing career education into the curriculum, nothing in the way of skills and knowledges needs to be deleted from the academic field.

Brainstorming

Brainstorming is a method of problem solving in which group members suggest in rapid-fire order all the possible solutions they can think of. Criticism is ruled out. Evaluation of ideas comes later. The ideas are usually recorded on a chalkboard. Brainstorming is most productive in fairly small groups. It must be carefully timed with short periods devoted to a single focus.

A brainstorming session is usually followed by a period of evaluation, which is achieved through the use of another method.

Use brainstorming . . .

When a number of ideas and alternatives are needed

To encourage maximum participation

To create a warm, friendly feeling in the group

Brainstorming has these advantages . . .

Stimulates new and creative ideas

Does not take a great deal of time

Does not require highly skilled leadership

When using brainstorming . . .

Select a question or problem

Describe the method

Evaluate the information by using other methods

ACTIVITY: BRAINSTORMING

The purpose of brainstorming is to have groups experience a positive constructive approach to problem solving. The first problems the groups will deal with are simple and do not deal with emotional issues.

There are a few ground rules that we must follow for this exercise. First, no criticism is allowed--there should be absolutely no negative comments about any of the ideas. Second, freewheeling is welcome. Wild ideas are fine, and NO IDEA SHOULD BE REJECTED BECAUSE IT MIGHT SEEM IMPRACTICAL. Third, quantity is the main thing: THE MORE IDEAS, THE BETTER. Fourth, combinations and improvements are sought. Feel free to suggest how the ideas of others could be modified or altered, or how two or more ideas could be combined into still another possibility. Remember, IT IS ESSENTIAL THAT ALL NEGATIVE COMMENTS BE WITHHELD.

Someone in each group should be chosen to write down all the group's ideas. Each group now has three minutes to list all the possible uses of an ordinary wire coat hanger.

At the end of the two or three minutes, the Workshop Leader calls time and asks each group to tell the number of ideas it had. The leader may also ask the group recorders to read aloud some of the uses thought of by their group.

The leader may choose to reinforce the techniques involved in brainstorming immediately, by giving the groups a second task as soon as the first has been completed. The leader might choose to use one of the following ideas, or might think of one of his own:

a broom handle
an old-fashioned ice box
an empty oatmeal box
a coke bottle
3 feet of lightweight wire
a folding chair
etc.

CAREER EDUCATION MATRIX

CLUSTERS	Grade Level K	1	2	3	4	5	6	7	8	9	10	11	12	
Public Service														
Health														
Consumer Homemaking & Related Occupations														
Agri-Business & Natural Resources														
Hospitality and Recreation														
Personal Service														
Construction														
Manufacturing														
Communication & Media														
Transportation														
Marketing & Distribution														
Environmental Control														
Business Office														
Fine Arts & Humanities														
Marine Science														

GUIDELINES FOR GOAL-SETTING*

Once a person has decided where he is, who he is, and where he wants to go, he has identified what success means to him. Now he needs to learn how to establish goals to carry him along the road to success.

One of the valid criticisms of psychological and educational behavior-modification theories has been that the professionals have used them to try to manipulate people. They decide what others would do and then devise ways for them to get into action. The intent of our Motivation Management Program is to help people decide for themselves what they want to do and then devise their own systematice procedures for achievement.

Thus, learning how to establish goals is at the root of our system of motivation. It is important that one observe the following guidelines. A goal must be:

CONCEIVABLE

You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly what the first step or two should be.

BELIEVABLE

In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self . . . bear in mind that few people can believe a goal that they have seen achieved by someone else. This has serious implications for goal setting in culturally-deprived areas.

ACHIEVABLE

The goals you set must be accomplishable with your given strengths and abilities. For example, if you were a rather obese forty-five year old man, it would be foolish for you to set the goal of running the four-minute mile in the next six months. That simply would not be achievable.

CONTROLLABLE

If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved . . or, the goal may be stated as an invitation, For example, if ones goal were to take his girl to a movie on Saturday night, the goal would not be acceptable as stated because it involved the possibility that she might turn him hown. However, if he said his goal were merely to invite the girl to the movie, it would be acceptable.

---

*Adopted from CHOOSE SUCCESS: HOW TO SET AND ACHIEVE ALL YOUR GOALS by; Dr. Billy B. Sharp with Claire Cox, New York: Howthorn Books, 1970.

MEASURABLE

Your goal must be stated so that it is measurable in time and quantity. For example, suppose your goal were to work on your term paper this week. You would specify your goal by saying, "I am going to write twenty pages by 3:00 P. M. next Monday" That way the goal can be measured. When Monday comes, you know whether you have done it.

DESIRABLE

Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do. We are well aware that there are many things in life a person has to do, but if he is to be highly motivated, he must commit a substantial percentage of his time to doing things he wants to do. In other words, there should be a balance in life, but the "want" factor in our program is vital to changing ones style of living.

STATED WITH NO ALTERNATIVE

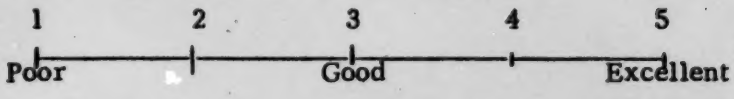
You should set one goal at a time. Our research has shown that if a person says he wants to do one thing or another . . giving himself an alternative . . he seldom gets beyond the "or". He does neither. This does not imply inflexibility. Flexibility in action implies an ability to be able to make a judgement that some action you are involved in is either inappropriate, unnecessary, or the result of a bad decision. Even though you may set out for one goal, you can stop at any point and drop it for a new one. But when you change, you again state your goal without an alternative.

GROWTH FACILITATING

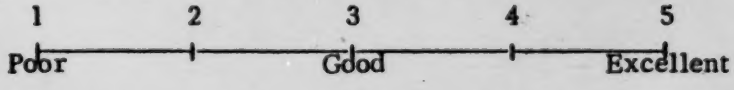
Your goal should never be destructive to yourself, to others, or to society, A student recently set a goal to break off fourteen car antennas before 9:00 A. M. the next morning. The goal was certainly believable, achievable, measurable and so forth. Obviously the group cannot support such a goal. If a member is seeking potentially destructive goals, the group should make an effort to encourage him to reconsider.

PROCESS EVALUATION #1 Monday

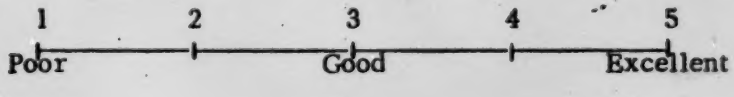
How would you rate the interaction portion of today's session?



Please rate the effectiveness of brainstorming technique in generating ideas.



The Awareness, Exploration, Preparation levels were adequately discussed for my use in Career Education.



Comments - _____

_____

_____

_____

PROCESS EVALUATION #1

How would you rate the interaction portion of today's session?

1	2	3	4	5
0%	0%	0%	20%	80%
POOT		GOOD		EXCELLENT

Please rate the effectiveness of brainstorming technique in generating ideas.

1	2	3	4	5
0%	0%	0%	20%	80%
POOR		GOOD		EXCELLENT

The Awareness, Exploration, Preparation Levels were adequately discussed for my use in Career Education.

1	2	3	4	5
0%	0%	17%	20%	54%
POOR		GOOD		EXCELLENT

COMMENTS:

I have really enjoyed the first session of the Career Education Workshop. I especially felt the group was very informal and nice to all.

I liked today's session, it was interesting, exciting and enjoyable. But I hope to gain more positive ways in teaching Career Education.

Your implementation of the techniques for involving us in todays' activities were very effective. I have enjoyed the day, but it really got hot this afternoon. The cake helped.

An interesting, well-planned day. Thank you.

Everything is going beautifully, except the weather.

I have had a very pleasant experience. I sincerely feel we are off to a good start and I am looking forward with much eagerness to the next four days.

Conversation at times strayed away from purpose - therefore it got tiresome.

Helped me to realize there are more positives in life than negatives. You "folks" remind me of a basenall infield - All of the outfielders "back-up" the infield.

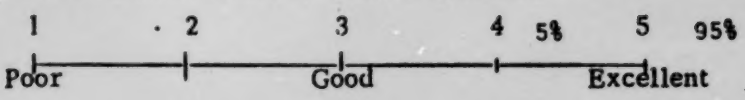
I feel that the program today was an excellent one. There were many good ideas discussed in the small groups and also in the large group.

I gained many good ideas in the sessions today and look forward to tomorrow.

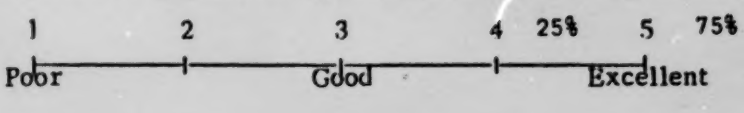
Motivating some of the teachers that I'm thinking about will be difficult. This group here today are eager and anxious, but what about those fellows back at school who don't even do their registers, who don't belong to their professional organizations, etc. I'm not counting on much from them.

PROCESS EVALUATION #1 Monday

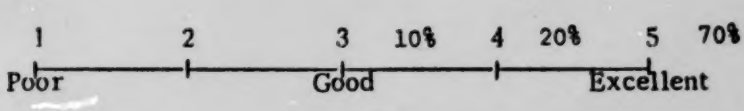
How would you rate the interaction portion of today's session?



Please rate the effectiveness of brainstorming technique in generating ideas.



The Awareness, Exploration, Preparation levels were adequately discussed for my use in Career Education.



Comments - _____

_____

_____

_____

TUESDAY

TUESDAY

Process:

The second day's rationale has four parts. First is the reporting of Mondays compiled data for each group. Through this all groups are aware of all data generated. Second, decisions must be made on the scope and sequence concerns. Third, participants must be made aware of all materials relevant to Career Education. Fourth, a format for program design must be introduced to allow for comparable finished products.

Objectives:

1. To compile, distribute and discuss brainstormed lists.
2. To allow participants to choose the appropriate clusters for each grade level.
3. To present the materials to participants by use of the materials search format.
4. To involve each participant in the program design format. (Career Education Packet) Each participant or group will write the beginning of a packet.

Evaluation:

See process evaluation compilation at the end of Tuesday's Handouts.

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM

Time	Input - Strategies	Grouping	Person Responsible	Materials
8:30 8:45	Discussion of Goal Outcome	Small	Trainer/Co-trainer	
8:45 9:00	Progress report based on Monday's evaluation	Large	Trainer	
9:00 9:05	Awareness Level Reports on Brainstorming El Group	Large	Trainer and group recorder	Compiled and duplicated lists from brainstorming activities
9:05 9:10	Mid School Group	Large	"	
9:10 9:15	High School Group	Large	"	
9:15 9:20	Exploration Level Reports on Brainstorming El Group	Large	"	
9:20 9:25	Mid School Group	Large	"	
9:25 9:30	High School Group	Large	"	
9:35 9:40	Preparation Level Reports on Brainstorming El Group	Large	"	
9:40 9:45	Mid School Group	Large	"	

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM

Time	Input - Strategies	Grouping	Person Responsible	Materials
9:45 9:50	High School Group	Large		
9:50 10:00	Break			
10:00 10:15	Introduction of Permanent Record Cards* *Cards will be used to check progress of kids Cards will also serve as an evaluation check Contains clusters, 6 areas etc.	Large	Trainer	2-A
10:15 10:25	Discussion of Cluster Attack Strategy A. Grades 1-5 responsible for all 15 clusters at the Awareness Level B. Grades 6-7-8 responsible for all 15 clusters at Exploration Level C. Grades 9-10-11-12 responsible for 15 clusters at Preparation Level	Large	Trainer	
10:25 12:00	Concensus in small groups as to "Who Does What" (El. Which three (3) clusters at each grade) (Middle Which clusters for subject or grade) (High Which clusters or areas to be focused upon in which courses) NOTE: THIS 1 ½ HOUR BLOCK IS THE KEY TO THE REMAINDER OF THE WEEK!!	3 Small Groups	Trainer/Co-trainer	2-B

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM

Time	Input - Strategies	Grouping	Person Responsible	Materials
1:00 1:30	Materials Search - process of reviewing C.E. materials	6 Groups	Trainer/Co-trainer	2-C
1:30 2:30	Presentation of ERIC retrieval system	Large	KDE Consultant	
2:30 2:45	Introduction to "Program Development"	Large	Trainer	2-D
2:45 3:15	"Lets Write One" each participant will write one sample Program including A. Cluster addressed B. Work areas addressed C. Goal D. Objective E. Activities (From Brainstormed list) F. Evaluation strategy G. Resources	Small and Individual	Trainer/Co-trainer	2-D
3:15 3:25	Long range goal setting - Review Handout 1-H (Goal to be accomplished by Friday Noon)	Small Individual	Trainer/Co-trainer	1-H
3:25	Process Evaluation	Large	Trainer	Evaluation form # 2

Please check code as follows- (1) AWARENESS (2) EXPLORATION (3) PREPARATION

Clusters Grade Level:	1	2	3	4	5	6	7	8	9	10	11	12	
Public Services													
Health													
Consumer Homemaking and Related Occupations													
Agri-Business and Natural Resources													
Hospitality and Recreation													
Personal Services													
Construction													
Manufacturing													
Communication and Media													
Transportation													
Marketing and Distribution													
Environmental Control													
Business Office													
Fine Arts and Humanities													
Marine Science													

DEVELOPMENTAL AREAS - Please check in appropriate boxes (1), (2), (3).

	K	1	2	3	4	5	6	7	8	9	10	11	12	
Personal Development														
Career and Occupational Awareness														
Economic Understanding														
Citizenship														
Family Life														
Human Relations														

CAREER DEVELOPMENT STUDENT RECORD
(please print)

NAME_____ DATE OF BIRTH_____

SOCIAL SECURITY NO._____

Grade Level	School Year	Tentative Career Choice (Write UN if unknown)	Ability Level	Interest
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Placement upon leaving school. Check areas applicable

_____Employed-full Time
_____Employed-part time
_____Entered Tech training program
_____Entered Baccalaureate program
_____Military
_____Unplaced
_____Unknown
_____Other_____

Work Experiences

GRADE	LEVEL	SCHOOL YEAR	JOB DESCRIPTION	EMPLOYER	WITH PAY	WITHOUT PAY

THE PROCESS OF ARRIVING AT GROUP CONSENSUS

There are five things a group leader can do to help his group at the time it is specifically involved in trying to arrive at concensus:

1. The group leader can keep the goal--group concensus--clear and foremost in the minds of the group members, by reminders when needed and by clear statements of group goal before the problem is tackled.

2. The group leader can move the discussion to a higher level of generality if it seems that agreement is impossible at the present level. For example, the leader might say "Okay, now Jane feels that there should be two parent conferences a year and Robert thinks there should be no less than four--and we're stuck there--let's back up a step and see if we can agree on a more general statement: 'Teachers should meet with parents several times a year"--would that satisfy everyone?'"

   REMEMBER: GENERAL IDEAS UNITE: SPECIFICS DIVIDE. IF DISAGREEMENTS ARE IRRECONCILABLE, MOVE THE DISCUSSION TO THE NEXT LEVEL OF GENERALITY.

3. The group leader can change the subject altogether--can, in fact, direct the group to consider WHY they are having so much trouble coming to common ground.

4. The group leader can ask group members to collect the ideas into several categories. This may help to narrow the focus of the discussion and facilitate agreement.

5. The group leader may see that the group members stop to establish some criteria by which they will be able to continue. If, for example, the group is going round and round the problem of what kind of a sports program it wants to have, perhaps the groups should step back and first decide on the criteria by which they feel a good sports program would be judged.

In general, there are several steps involved in the process of arriving at group concensus:

1. The group has worked together in positive ways to achieve a workable level of mutual understanding and trust in each other.

2. The group is presented with a problem and asked to arrive at a solution to which each group member can agree; right from the start the group members assume that they will have differences of opinion--disagreement is taken for granted, but not dwelt on.

3. Brainstorming: one of the most productive and least personally threatening first steps the group may take is to have a brainstorming session in which many ideas--appropriate or not!--are thrown out, with no value judgments made.

4. Sifting: the ideas are then considered, one by one, and those that are clearly unworkable are discarded.

5. Discussion: the remaining ideas are considered, and arguments pro and con are given. During this process some group members may perhaps change their minds, bringing the group closer to concensus. Another possibility might be that group members may suggest modifications of an idea which would satisfy those who had not approved of that idea in its original form.

6. Narrowing down: the group works within itself to agree on the two or three best (most workable, under the circumstances) solutions.

Materials Search

30 minutes - Group Recorder

Five people to a group

Each person scan material for:

1. Total content
2. Usability - grade level; career development level: professional use; etc.
3. Accessibility - can you reproduce; buy; borrow; etc.

If time permits exchange materials within group discuss and to come to a consensus. Recorder reports for all materials searched.

MATERIALS SEARCH

Title _____

Address _____

_____

Grade Level(s) _____ Career Development Level(s) 1___ 2___ 3___

Personal Development _____ Career and Occupational Awareness _____

Economic Understanding _____ Citizenship _____

Family Life _____ Human Relations _____

Professional Use Recommendation Yes _____ No _____

Can it be reproduced _____

Buy _____ Approximate cost _____

Borrow _____ From whom _____

CAREER EDUCATION

PACKET

TITLE _____

GRADE LEVEL _____ SUBJECT _____

PRODUCED BY _____

_____

Career Education Reference Data

This packet relates to the Occupational Clusters as indicated

Code: ( ) Awareness (X) Exploration ( ) Preparation

Clusters / Grade Levels	1	2	3	4	5	6	7	8	9	10*	11*	12*
Public Service												
Health												
Consumer Homemaking and Related Occupations												
Agri-Business and Natural Resources												
Hospitality and Recreation												
Personal Services												
Construction												
Manufacturing												
Communication and Media												
Transportation												
Marketing and Distribution												
Environmental Control												
Business Office												
Fine Arts and Humanities												
Marine Science												

Career Education Reference Data

This packet relates to the Developmental Areas as indicated

(Check appropriate Areas at appropriate level)

Developmental Areas	Awareness							Exploration			Preparation		
	K	1	2	3	4	5	6	7	8	9	10	11	12
Personal Development													
Career & Occupational Awareness													
Economic Understanding													
Citizenship													
Family Life													
Human Relations													

List of possible Careers related to cluster or subject of packet

Implementation Plan

Goal:

Objectives	Activities (work sheets and student handouts on following pages) (pink)	Evaluation (Checklists and instruments on following pages) (green)	Resources (Samples on following pages) (white)

STRATEGIES

PROPOSED STRATEGY -

GROUPING PATTERN OF STUDENTS -

MATERIALS NEEDED -

RESOURCE PERSONS -

VISITATION SITES -

COST -

PERMISSION NEEDED - (from whom) -

SPECIAL NOTE FOR TEACHERS -

Activities including description of

student experiences and handouts

Guidance contributions affective elements to

included, may be counselor led or teacher led,

developed with counselor-teacher input

Resources including bulletin boards, media center materials, and resources persons utilized in order to accomplish activities

Evaluation Including Instrument to be used if any

(Teacher observation should include criteria)

PROCESS EVALUATION # 2 Tuesday

The process of Materials Serach will be useful to the staff in developing Career Education Programs.

1	2	3	4	5
Poor		Good		Excellent

How would you rate the process of goal setting and outcomes (short time).

1	2	3	4	5
Poor		Good		Excellent

Rate the effectiveness of the Concensus process for using with groups.

1	2	3	4	5
Poor		Good		Excellent

The "Process Development" process will be beneficial in developing a career education program

1	2	3	4	5
Poor		Good		Excellent

Comments - _____

_____

BELL COUNTY

PROCESS EVALUATION # 2

The process of Materials Search will be useful to the staff in developing Career Education Programs.

1	2	3	4	5
0%	0%	0%	14%	86%
POOR		GOOD		EXCELLENT

How would you rate the process of goal setting and outcomes (short time).

1	2	3	4	5
0%	0%	0%	14%	86%
POOR		GOOD		EXCELLENT

Rate the effectiveness of the Concensus process for using with groups.

1	2	3	4	5
0%	0%	5%	33%	62%
POOR		GOOD		EXCELLENT

The "Process Development" process will be beneficial in developing a career education program.

1	2	3	4	5
0%	0%	0%	24%	76%
POOR		GOOD		EXCELLENT

COMMENTS:

A very productive day.

Good Day.

Great -So many good ideas.

It's all beginning to fit together now. More understanding.

I can't believe Tuesday is over already.!!

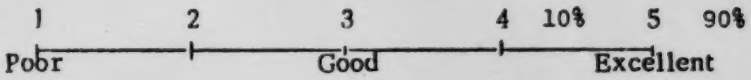
I'm glad it wasn't so hot today.

You folks are unbelievable!! Once you "SALE" your product to us and we "SALE" the product to "THEM" then perhaps many careers will "SAIL"!! Now that we teachers are aware-hopefully we'll all be fire in sage grass.

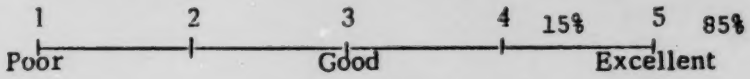
Dynamics of leadership is outstanding.

PROCESS EVALUATION #2 Tuesday

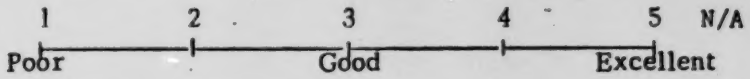
The process of Materials Search will be useful to the staff in developing Career Education Programs.



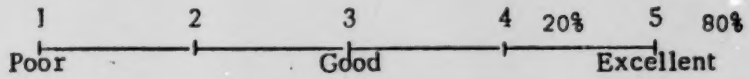
How would you rate the process of goal setting and outcomes (short time).



Rate the effectiveness of the Concensus process for using with groups.



The "Process Development" process will be beneficial in developing a career education program.



WEDNESDAY

WEDNESDAY

Process:

The third days activities further enhance the human relations process as well as adding the "hands-on" dimension. The remainder of the day's activities involve the process of grass roots classroom activity development.

Objectives:

1. To involve each of the three groups in a competative simulation "Construction Cluster" activity.
2. To evaluate the simulation interpersonally as well as its implication for curricular infussion.
3. To develop three activities for Career Education infussion in each group.

Evaluation:

See process evaluation compilation at the end of Wednesday's Handouts.

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM

Time	Input - Strategies	Grouping	Person Responsible	Materials
8:30 8:45	Progress Report based on Tuesday's evaluation	Large	Trainer	
8:45 9:00	Introduction of "Construction Cluster Simulation" Process: 1. Each group will construct a bridge spanning 2 feet 2. Roles determined by group members 3. Plans must be drawn 4. Written description will be presented with construction 5. A portion of all materials furnished must be used. 6. Bridge must be capable of supporting a brick 7. Will be judged on: a. design b. creativity c. beauty 8. You have 1 ½ hours	Large	Trainer	3-A
9:00 10:30	Competitive construction of 3 bridges by groups	Small groups in separate rooms	Group leader	
10:30 11:00	Presentation of Completed bridges to other groups: 1. Reading of written description 2. Presentation of plans 3. Decision of judges	Large group in each of three rooms rotating	Group leader, Trainer/Co-trainer	

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM

Time	Input - Strategies	Grouping	Person Responsible	Materials
11;00 11;15	Discussion: 1. Who took charge 2. Who didn't participate 3. Was the final product what was intended 4. How did you feel in your role? What values caused feeling?	Large	Trainer	
11:15	Scoring of activity via "score card"	Individual	Trainer	3-B
11:25 12:00	Discussion of how this activity could be used in my classroom? What subjects could be involved?	Small	Trainer/Co-trainer	
12:00 1:00	LUNCH			
1:00 1:05	Introduction of Techniques to Infuse Career Education and Discussion of "Idea Pages"	Large	Trainer	3-C
1:05 1:35	Interviewing: General discussion in small groups	Presented to Large	Trainer	3-C
	Product: Each group will develop an appropriate list of 3 interview questions at their level one of which relates to "How your job effects Family Life?"	Small group work	Trainer/Co-trainer	3-D
1:35 2:00	Research General discussions in small groups	Presented to Large	Trainer	3-C
		Small group work	Trainer/Co-trainer	3-D

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM

Time	Input - Strategies	Grouping	Person Responsible	Materials
2:00 2:45	Community Involvement A. Presentation from C.E. Guidelines B. Presentation of Fayette Co. and Mayfield handbooks	Presented to Large	Trainer	3-C
	C. Delineation of lines of communications and recommendations of responsibilities Product: Roles and Functions of community involvement committee 1. chairperson (name) 2. school chairperson (names) 3. process of resource development 4. survey from developed by groups (parents) To be typed for Thursday session	Small group	Trainer/Co-trainer	3-D
2:45	Process evaluation	Large	Trainer	Evaluation form # 3

CONSTRUCTION CLUSTER SIMULATION

GROUND RULES

1. Each group will construct a BRIDGE spanning two (2) feet.
2. Duties to be determined by group
3. Plans must be drawn
4. Written descriptions developed by the groups will be presented with constructions.
5. A portion of all materials furnished must be used.
6. Bridges must be capable of supporting a brick.
7. Bridges will be judged on:
   A. Design
   B. Creativity
   C. Beauty
8. You will have 1 ½ hours.

List of materials -

Popsicle sticks
glue
twine
dowel rods
construction paper

CAREER EDUCATION SCORE CARD

DEVELOPMENTAL AREAS	AWARENESS → of self-of others of values-of careers of emotions-of leisures of decision-making skills	→ AWARENESS EXPLORATION → of educational opportunities, careers, skills, decision-making, value clarification	→ AWARENESS → EXPLORATION → PREPARATION for specialization
	GUIDANCE	GUIDANCE	GUIDANCE

ersonal Development	K	1	2	3		4	5	6	7	8	9	10	11	12
areer and Occupational Awareness														
conomic Understanding														
itizenship														
amily Life														
uman Relations														

lease fill in the development areas by grade level to indicate the levels; clusters; and techniques his activity covered using the following code.

evel:- (I) = awareness (II) = exploratory (III) = preparation

lusters:
(A)=Public Service
(B)=Health
(C)=Consumer Homemaking & Related Occupations
(D)=Agri-Business & Natural Resoucres
(E)=Hospitality & Recreation
(F)=Personal Services
(G)=Construction
(H)=Manufacturing
(I)=Communication & Media
(J)=Transporation
(K)=Marketing & Distribution
(L)=Environmental Control
(M)=Business Office
(N)=Fine Arts & Humanities
(O)=Marine Science

echniques:
(a)=Interviewing
(b)=Research
(c)=Hands-On-Activities
(d)=Community Involvement
(e)=Field Trips
(f)=Learning Centers
(g)=Discussion
(h)=Role Playing-Simulation
(i)=On-Job Observation
(j)=Bulletin Boards

TECHNIQUES USED TO INFUSE CAREER EDUCATION

I. Introduction

The following techniques or strategies have been demonstrated to assist teachers in the implementation of the career model.

These techniques are used throughout the K-12 model by all teachers. They represent a part of the developmental process, being introducted in kindergarten and continued through grade 12.

II. Description

A. Interviewing

The interviewing process is an excellent means of research, inquiry, listening and communicating. It can be conducted as a class or by an individual.

A procedure has been established for student participation in pre-interview information, formulation of questions, conducting the interview, follow-up after interview.

All classes, even the kindergarten, interview the resource persons who visit with them or on field trips.

B. Research

Research is conducted by every child in every grade level. The amount and mode of research depends upon the individual child.

Research can be accomplished in many ways; written reports, interviews, films and filmstrips, recordings and tapes, books, charts, letters, magazines, newspapers, commercials, etc.

C. Hands-on-Activities

Hands-on activities are those activities which entail actually performing those tasks which a worker would do in a certain occupation.

These activities can be conducted in a simulated situation, in a community setting or in a cooperative work experience.

The depth of the experience provided would depend upon the phase of the learning experience; awareness, exploration, or preparation.

Hands-on activities give the student an opportunity to associate skills necessary to perform a certain job with his own interests, talents, and capabilities.

D. Community Involvement

The community is an essential part of the Career Education Program. The use of the community as a laboratory for learning can enhance the students awareness, exploration, and preparation for the real world.

Parents, volunteers, businessmen, and neighbors can all be an excellent source of experiences for the children. They can be useful as volunteers, resource persons to be interviewed and provide on-job observations for students.

E. Field Trips

WHY? A field trip can be an excellent means of gathering information on a first-hand basis.

It can be used as an initial or culminating activity.

Workers can be viewed in real-life settings as they carry out their roles and responsibilities.

Field trips can open the community as a classroom.

WHO? The field trip can be a class trip, a small group, or an individual.

WHERE? The field trip can be held in the school room (imaginary), the school building, the home, the neighborhood, the city.

F. Learning Centers

Learning centers are special areas designed for individual and small group learning activities.

Learning centers can be used in a variety of ways depending upon the teacher's purpose.

1. Total learning environment
2. Remedial work
3. Dull work
4. Interest activities
5. Enrichment activities

A career theme can provide an excellent motivational theme for each of these purposes.

e.g. Interest centers of tools or equipment, etc. can provide some hands-on experiences for children.

G. Discussion

Discussion is a useful tool in planning activities, problem solving, attitude and value clarification.

The teacher should create an aware, free, accepting atmosphere. The student should feel free to express his/her views in an appropriate manner.

Guidelines should be established before each session begins. Teacher lecture and child-teacher-child exchanges should be avoided.

TECHNIQUES USED TO INFUSE CAREER EDUCATION (con't)

H. Role Playing-Simulation

This provides the opportunity for the students to be involved in a work situation and examine carefully their interests, etc.

e.g. A third grade class becoming an emergency room in a hospital with each child playing a specific role.

I. On-Job-Observation

This provides the student a chance in a structured planned situation to spend time observing a model or models carry out their daily duties on the job. It presents work in a real life setting, skills and qualifications can be analyzed and interests and talents examined.

J. Bulletin Boards and Visual Displays

The childrens' work displayed throughout the room is motivating for all. Vivid displays to draw students attention are most effective.

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Division of Career Education
Dorothy Alexander, Coordinator

STRATEGIES

PROPOSED STRATEGY -

GROUPING PATTERN OF STUDENTS -

MATERIALS NEEDED -

RESOURCE PERSONS -

VISITATION SITES -

COST -

PERMISSION NEEDED - (from whom) -

SPECIAL NOTE FOR TEACHERS -

PROCESS EVALUATION #3 Wednesday

Bridge Building Simulation illustrated effectivenss of sharing of ideas, techniques and materials.

1	2	3	4	5
Poor		Good		Excellent

Bridge Building Simulation helped me understand roles in coordinating Career Education activities.

1	2	3	4	5
Poor		Good		Excellent

Discussion of techniques for infusing Career Education promoted my understanding of the "How-to" in Career Education

1	2	3	4	5
Poor		Good		Excellent

Exercises in techniques for infusing Career Education illustrated how techniques may be applied to all levels of Career Education.

1	2	3	4	5
Poor		Good		Excellent

Comments - _____

_____

BELL COUNTY

PROCESS EVALUATION # 3 Wednesday

Bridge Building Simulation illustrated effectiveness of sharing of ideas, techniques and materials.

1	2	3	4	5
				100%
Poor		Good		Excellent

Bridge Building Simulation helped me understand roles in coordinating Career Education activities.

1	2	3	4	5
			8%	92%
Poor		Good		Excellent

Discussion of techniques for infusing Career Education promoted my understanding of the "How-to" in Career Education.

1	2	3	4	5
		16%	25%	59%
Poor		Good		Excellent

Exercises in techniques for infusing Career Education illustrated how techniques may be applied to all levels of Career Education.

1	2	3	4	5
		4%	38%	58%
Poor		Good		Excellent

Comments - _____

* Super workshop

* Enjoyable

* A full day's work - excellent

* I really enjoyed the bridge building simulation

* Techniques for infusing Career Education will be pursued further, hopefully. This we really need.

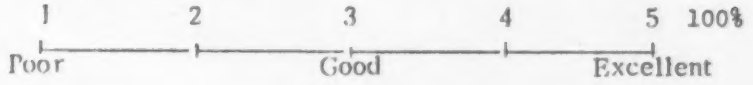
* I thought the Red Bud Park Bridge deserved the award for design.

* Great - no one has struck-out yet!

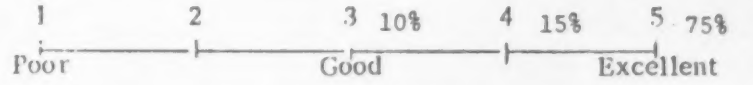
* Bridge Building was great in showing inter-personal relationship

PROCESS EVALUATION #3 Wednesday

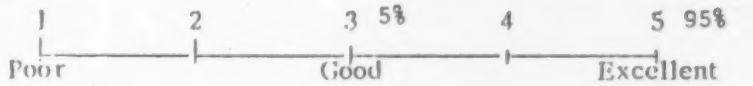
Bridge Building Simulation illustrated effectiveness of sharing of ideas, techniques, and materials.



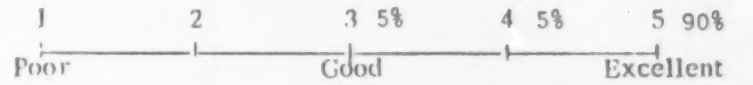
Bridge Building Simulation helped me understand roles in coordinating Career Ed. activities.



Discussion of techniques for infusing Career Education promoted my understanding of the "How-to" in Career Education.



Exercises in techniques for infusing Career Education illustrated how techniques may be applied to all levels of career education.



Comments - _____

THURSDAY

THURSDAY

Process:

Thursday morning's activities include completion of the classroom activity programs begun the previous day concluding with the competitive completion of a bulletin board by each group. This serves to keep the good humored rivalry going. The manufacturing cluster simulation serves as a hands-on experiential approach which allows participants to feel the pressures of an assembly line job.

Objectives:

1. To complete seven additional classroom activity programs in each of the three groups.
2. To involve a group of volunteers in a simulated assembly line.
3. To evaluate the simulation interpersonally as well as its implications to curricular infussion.

Evaluation:

See process evaluation compilation at the end of Thursday's Handouts.

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM Thursday

Time	Input - Strategies	Grouping	Person Responsible	Materials
8:30 8:40	Evaluation Discussion of previous day and Handout Idea pages	Large	Trainer	
8:40 9:00	Hands on activities: General discussion in small groups	Presented to Large	Trainer	3-C
	Product: Each participant will design one hands on activity appropriate to their	Small	Trainer/Co-trainer	3-D
	unit, and 2 follow up discussion questions relating to Personal Development. "What personal skills are necessary to do this job?"	Individual		
9:00 9:30	Field Trips General discussion in small groups	Large	Trainer	3-C
	Product: Each group will design guidelines for field trips at their level 1. Pretrip 2. During Trip 3. Follow Up	Small	Trainer/Co-trainer	3-D
9:30 10:00	Learning Centers: General discussion in small groups	Large	Trainer	3-C
	Product: Each group will list 10 suggestions for items to be contained in learning centers at their level.	Small	Trainer/Co-trainer	3-D
10:00 10:30	Discussion: General discussion in small groups focused on "Free Atmosphere" which must pervade the discussion	Large	Trainer	3-C
	Product: Each participant will design one introductory question which relates to their	Small	Trainer/Co-trainer	3-D
	unit (Question will further relate to students understanding of Economic Understanding)	Individual		

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM — Thursday

Time	Input - Strategies	Grouping	Person Responsible	Materials
10:30 11:00	Role Playing: General discussion in small groups Product:. Each group will design a role playing situation appropriate to their level. Three follow-up questions will also be designed relating to the human relations aspect of role playing. "How did my role feel?"	Large Small	Trainer Trainer/Co-trainer	3-C 3-D
11:00 11:30	On the job observation General discussion in small groups Product: Each participant will list 2 O. J. O. Sights which relate to their unit. (Emphasize that this activity relates to Career and Occupational Information	Large Small Individual	Trainer Trainer/Co-trainer	3-C 3-D
11:30 12:00	Bulletin Boards and Visual Displays General discussion focusing on the citizenship angle of visual displays. "What role of our citizenship does this particular cluster fulfill?" Product: Each group will design a bulletin board or visual display relevant to their worker's civic contribution in their unit	Large Small	Trainer Trainer/Co-trainer	3-C 3-D
12:00 1:00	LUNCH			
1:00	Introduction of Manufacturing Cluster Simulation 1. General description of act 2. Selection of "Volunteers"	Large	Trainer	4-A

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM — Thursday

Time	Input - Strategies	Grouping	Person Responsible	Materials
1:15 1:30	Assembly Line All other participants observe	Assembly Line	Trainer	
1:30 1:45	Scoring of Activity via the score card	Large	Trainer	3-B
1:45 2:00	Discussion of activities and scoring in small groups	Small	Trainer/Co-trainer	
2:00 2:15	Process Evaluation	Large	Trainer	Evaluation Forms #

ACTIVITY: Assembly Line

Materials: Loaf of bread, jar peanut butter, spreader, plastic bags, napkins and bag ties.

PURPOSE: To identify feelings about self
To identify feelings about others
To identify school subjects used in activity
Learning to work with others cooperatively.

DIRECTIONS: Form assembly line to make peanut butter sandwiches,

LEADER ROLE: Stress cooperation
Discuss how each participant feel about themselves and the others. What subject areas are involved in the products used, finished product, and to what extent there subjects are needed by participants.

CAREER EDUCATION SCORE CARD

DEVELOPMENTAL AREAS	AWARENESS → of self-of others of values-of careers of emotions-of leisures of decision-making skills					→ AWARENESS → EXPLORATION of educational opportunities, careers, skills, decision-making, value clarification						→ AWARENESS → EXPLORATION → PREPARATION for specialization		
	GUIDANCE					GUIDANCE						GUIDANCE		
Personal Development	K	1	2	3		4	5	6	7	8	9	10	11	12
Career and Occupational Awareness														
Economic Understanding														
Citizenship														
Family Life														
Human Relations														

Please fill in the development areas by grade level to indicate the levels; clusters; and techniques this activity covered using the following code.

Level- (I) = awareness (II) = exploratory (III) = preparation

Clusters:
(A)=Public Service
(B)=Health
(C)=Consumer Homemaking & Related Occupations
(D)=Agri-Business & Natural Resoucres
(E)=Hospitality & Recreation
(F)=Personal Services
(G)=Construction
(H)=Manufacturing
(I)=Communication & Media
(J)=Transporation
(K)=Marketing & Distribution
(L)=Environmental Control
(M)=Business Office
(N)=Fine Arts & Humanities
(O)=Marine Science

Techniques:
(a)=Interviewing
(b)=Research
(c)=Hands-On-Activities
(d)=Community Involvement
(e)=Field Trips
(f)=Learning Centers
(g)=Discussion
(h)=Role Playing-Simulation
(i)=On-Job Observation
(j)=Bulletin Boards

PROCESS EVALUATION # 4 Thursday

Discussion and activities related to the six work areas was helpful in my understanding of techniques for infusing Career Education.

1	2	3	4	5
Poor		Good		Excellent

Techniques for infusing Career Education activities were helpful in identifying areas for community assistance and involvement.

1	2	3	4	5
Poor		Good		Excellent

Assembly Line Activity illustrated the need for total involvement and cooperation

1	2	3	4	5
Poor		Good		Excellent

Comment - _____

_____

BELL COUNTY # 4 Thursday

PROCESS EVALUATION

Discussion and activities related to the six work areas was helpful in my understanding of techniques for infusing Career Education.

1	2	3	4	5
			8%	92%
Poor		Good		Excellent

Techniquest for infusing Career Education activities were helpful in identifying areas for community assistance and involvement.

1	2	3	4	5
			21%	79%
Poor		Good		Excellent

Assembly Line Activity illustrated the need for total involvement and cooperation.

1	2	3	4	5
				100%
Poor		Good		Excellent

Comment - _____

_____

* Assembly line very good way to bring in involvement of students in recognizing things going on in a business or assembly line.

* Today was really great - because I feel the awareness has come to surface and there isn't much muddy water now. Explanations and expectations from you folks are outstanding.

* A very interesting day and very helpful

* Great! Your enthusiasm and know-how are so contagious

* A good day -lots of material - wish I could see it all!!

* Things have really fallen into place today. The outline for implementation will be most helpful. We are depending on it to help us carry on anew!

* Fine, excellent, great

* We're seeing how far reaching some of our simple activities could really be!

* Enjoyed every minute

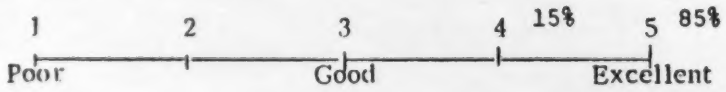
* A very enjoyable day

* Enthusiasm plus!

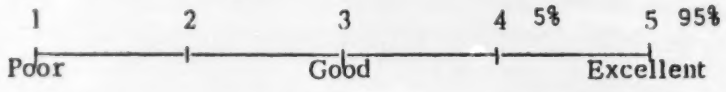
* I feel better informed today than I was Monday afternoon on Career Education because of your effective way of teaching it.

PROCESS EVALUATION #4 Thursday

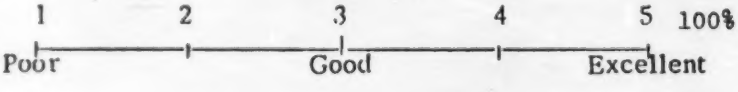
Discussion and activities related to the six work areas was helpful in my understanding of techniques for infusing Career Education.



Techniques for infusing Career Education activities were helpful in identifying areas for community assistance and involvement.



Assembly Line Activity illustrated the need for total involvement and cooperation.



Comment - _____

FRIDAY

FRIDAY

Process:

Friday's activities are perhaps the most important of the experience. The final simulation on the "Communication and Media" Cluster is used. The remainder of Friday's activities serve as a closure experience for the Human Relations activities as well as a general closure of all activities.

Objectives:

1. To involve all participants in the simulation (the Cooperation Exercise)
2. To evaluate the simulation both interpersonally as well as its implications for classroom infussion.
3. To complete the human relations portion of the seminar.
4. To effectively close all activiites of the week by providing a free atmosphere of discussion and answering of all questions.

Evaluation:

See final evaluation following Friday's Handouts.

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM — Friday

Time	Input - Strategies	Grouping	Person Responsible	Materials
8:30 8:40	Discuss Thursday's process evaluation (Hand Out Idea Pages)	Large	Trainer	
8:40 9:00	"Communication and Media" Cluster simulation Discussion of Meaning of Cooperation List required Behaviors (See trainer resource page 5.A for all cooperation game information)	Large	Trainer	5-A
9:00	Introduce ground rules and explain exercise		Trainer	5-B
9:00 9:20	Group Exercises (see 5.1)	Groups of 5	Trainer/Co-trainer (monitor ground rules)	
9:20 9:35	Discussion of Exercise (see 5.A)	Large group	Trainer	5-A
9:35 0:00	Discussion of Long Range Goal which was set Tuesday	Small	Trainer/Co-trainer	
0:00 0:15	BREAK			
0:15 1:30	"Strengths" H.P. Strategy (See trainer resource 5-C) (Limit each to 5 - 6 minutes)	Small	Co-trainer	5-C

HUMANISTIC CAREER EDUCATION TRAINING PROGRAM Friday

Time	Input - Strategies	Grouping	Person Responsible	Materials
11:30 12:00	Trainers share master list of strengths from each of three groups (This activity will serve to draw large group closer together)	Large	Trainer	
12:00 1:00	LUNCH			
1:00 1:30	"Sock It to Me" - H.P. Strategy (See trainer resource page 5-D)	Large	Trainer/Co-trainer	
1:30 2:00	Panel question and answer session for final closure	Panel and Large Group	Trainer/Co-trainer	
2:00	Final Evaluation	Individual		Evaluation form # 5

DIMENSIONS OF COOPERATION

Timetable

20"	Discuss - Meaning of Cooperation List Required Behaviors
5"	Introduce Exercise
20"	Group Exercise
30"	Discuss Experience Relate to back home
1'15"	

Objectives:

To stimulate the group to analyze some aspects of the problem of cooperation in solving a group problem.

To sensitize the members to some of their own behaviors which contribute toward or hinder solving group problems.

Materials:

Chalkboard, chalk, eraser.

Individual tables that will seat five participants.

One set of INSTRUCTIONS for each five people participating and one for the trainer.

One set of SQUARES for each five people participating.

Room Arrangement:

Tables should be arranged in advance with groups of five chairs around them. The tables should be spaced far enough apart that the various groups cannot observe the activities of the other groups. The members then take chairs as they enter.

Method of Development:

Trainer begins session by asking for the meaning of the word cooperation and for illustrations of situations which call for cooperative effort. Insofar as possible, practical and local situations calling for cooperative effort should be stressed, as for instance, a project such as conducting a successful membership campaign or support for a negotiating team.

From initial explanation of the meaning of the word cooperation, an attempt is made to develop from the group some of the required behaviors on the part of individuals if cooperative effort is to be successful. Such ideas as the following may be brought out:

(1) There is a need for each individual to understand the total problem which must be solved.

(2) There is a need for each individual to see how he can contribute toward solving the problem.

(3) There is a need for each individual to be aware of the potential contributions of other individuals.

(4) There is a need to see the other individual's problems in order that he may be helped to make a maximum contribution.

Note: The trainer may need to develop illustrations in concrete form is there is difficulty in drawing these ideas out of the group.

When the above points have been listed on the board, the trainer indicates that the plan is to conduct an experiment to test these ideas. At this point the trainer distributes a packet of materials to each table. He suggests that one member at each table open the packet on the table and distribute one of the envelopes to each of the five persons. He indicates that the packets are to be left unopened until the signal to begin working is given. Ask if anyone has previously participated in the exercise. If any have, ask them to serve as monitors to enforce the rules for the exercise.

The trainer reads the instructions carefully to the group. When he has finished he calls for any questions. It may be wise to ask for a statement of the different elements of the instructions from the group to ascertain that they are clearly understood. The trainer then points out that there is also a copy of the instructions at each table in case anyone wishes to refer to them. He also refers to the points which have been listed on the chalkboard.

The trainer then gives the signal to begin. By observing the groups at work the trainer and monitors may also collect data which will be useful for raising questions during the discussion to follow.

Note: It is wise to monitor the tables to reinforce the rules which have been laid fown in the instructions.

As one group completes its task, the members may silently observe other groups at work. When one or two groups have solved the problem or the maximum allowable time has elapsed, the trainer calls time and engages the group in a discussion of the experience.

Discussion:

This exercise involves so much interest and feeling the group discussion usually carries itself though the trainer may need to guide the focus of comments or may wish to add points from his own observations.

The discussion should go beyond relating of experiences and general observations. Some important questions are:

How did members feel when someone holding a key piece didn't see the solution?

How did members feel when someone had completed his square incorrectly and then sat back with a self-satisfied smile on his face?

What feelings did they think he had?

How did members feel about the person who couldn't see the solution as fast as the others?

Did they want to get him out of the group or help him?

When the discussion is under way, the trainer may wish to raise questions which stimulate the participants to relate their feelings and observations to their daily work experiences.

In summarizing, the trainer briefly stresses the relationships of the experiences with squares, and then the discussion, to the points which were previously developed on the chalkboard and to back home work situations.

DIMENSIONS OF COOPERATION EXERCISE

Instruction to the Group

In this package are five envelopes, each of which contains pieces of paper for forming squares. When the signal to begin is give, the task of your group is to form five squares of equal size. The task is not completed until each individual has before him a perfect square of the same size as that held by others.

These are ground rules:

1. No member may speak
2. No member may ask another member for a piece or in any way signal that another person is to give him a piece.

VII. STRENGTHS

Goal - to help participants recognize the unused resources and strengths they have

Time - The strength experience should not take over 20 minutes for each person. It is possible for the experience to last longer, but spending that much time develops into boredom for the other group members. The trainer should be sensitive to the anxiety level of the participants at all times. Don't probe Don't drag

Materials - paper and pencils for each participant
paper for recorders
newsprint and magic marker
participants names on small pieces of paper

Process

Parts of our ability often goes unused because we have not yet recognized it. In order for us to begin using these resources we need to identify them. We will now look at the strengths we see in ourselves and in other persons in the group.

Sample Explanation

Each of you will now write what you think your top five strengths are. These should be identified in phrases rather than single words such as "I am truthful about my feelings about others" rather than honesty. Trainer may wish to tell the group his strengths as a model - Allow 15 minutes -.

Leader write the following on newsprint or board:

1. My top five strengths are:

2. What strengths do you see me as having:

3. What keeps me from using my potential?

4. Fantasy - What do you see me doing in five years? ten years?

Each person will have approximately 20 minutes for the Strength Bombardment. I will draw a name. That person will tell us his top five strengths, and then he will ask the group the questions I have listed. We will bombard the person with our responses. Do not wait for a turn, but speak when you want to say something.

We will have a recorder for each participant so all the information can be written down and given to him.

It is important that the individual verbalize the questions on the news print to the group. The trainer should close each individual bombardment by asking the individual how he feels about the experience and if he has any feelings he wants to share with the group.

Trainer should discuss how difficult it is for us to have others tell us our strengths because most of us are dirty brown stamp collectors. Instead we should be gold stamp givers.

IX. Sock it to 'Em (9)

Goal - To give participants the opportunity to experience the inner warmth which comes from verbalizing positive feelings. To give participants a written list of positive feedback to take home for future reinforcement.

Time - 45 minutes

Materials - Self adhesive labels
Number: participants x participants
5 x 8 card for each participant

Process

You have been given a strip of labels. At the top of each label write the names of the people in this group - except you or me. One name for each label.

Now, write a message to each member of the group. You may say how you see him, or feel about him or his strengths. The message may be one word, or a phrase or a sentence.

Allow 15 minutes for writing. The trainer writes a label for each participant, but participants do not write labels for the trainers. Some participants will want to write a label for the trainer but he should explain that participants will be given an opportunity to give him feedback on the seminar evaluation sheet they will receive later.

I will start with the person on my right, and so he holds his card. I will stick the label I have for him on his card and say, "John, I see you as_____." Then each person will follow me and put a label on John's card. He will move aroung the circle in this manner, "socking it to" one person at a time.

X. Suggested Reading List

Trainer should pass out a suggested reading list to participants and give the strong points of some of the books on the list. (page 31)

COMMUNICATION.

Communication is said to occur when there is the conveyance of a thought form from a sender to a receiver. This may be accomplished by symbols, movement or verbally.

The thought form that is being conveyed in the communication process is affected by the experiential set of the sender and the receiver as well. Oftentimes, this causes questions to arise: "Is this what was really meant?" "Is this what I am really hearing?" "Does this really sound like what I wanted to say?"

Demonstration No. 1:

Select a partner.
Describe a cold glass of water to him.
Ask him if he understands exactly what you are saying.

Reverse roles.
Let your partner describe a yardstick to you.
Tell if you really understand what he is saying.

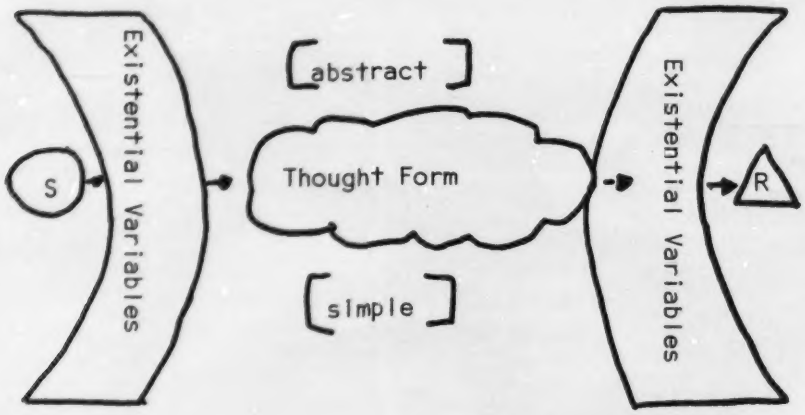
Demonstration No. 2:

Repeat arrangement as above.
Except use these two terms this time:

Liberty
Democracy

A further complication of the communication process would take place when you speak different languages. You might imagine as you attempt Demonstration No. 2 above that you are from a foreign country.

Pictoral representation of the communication process:



KINDS OF COMMUNICATION

Communication may be considered to be either descriptive, instrumental, or consummatory.

Descriptive communication is just that--the describing or explanation of some situation or event. It is one-way.

Exercise: Describe to your partner a special day in your life.

Instrumental communication is that communication which takes place between two or more persons. This communication tends to dwindle or drop-off as the need for it is satisfied.

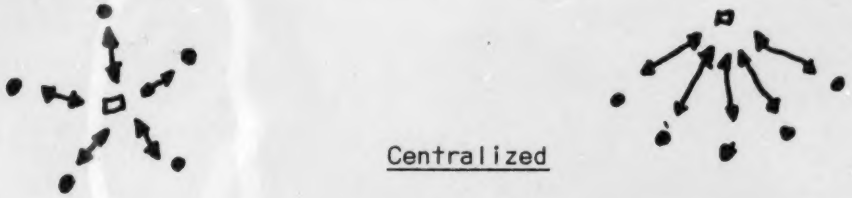
Exercise: Both you and your partner discuss the procedures of becoming certified for school administrative positions.

Consummatory communication is that communication which reduces the need for it upon the sender. It is also one-way and tends to be emotional in nature.

Exercise: You have just hit yourself a mighty blow on the thumb with a hammer.
Express yourself.

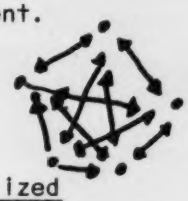
PATTERNS OF COMMUNICATION

When the tasks of a group are fairly simple or routine, a centralized pattern of communication usually results in greater task efficiency.



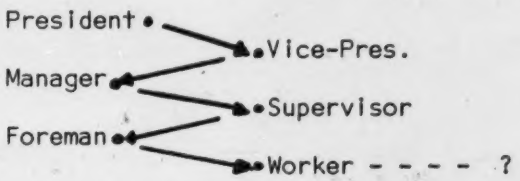
Centralized

When the tasks of the group are more complex, a decentralized pattern of communication usually results in more efficient task performance. Higher morale evident.



Decentralized

When there is a communication pattern where virtually no communications can be originated by any person or persons who hold a position inferior to yours we have what is called a unidirectional pattern of communication. Such a system is not optimal for morale or happiness within the organization.



Unidirectional

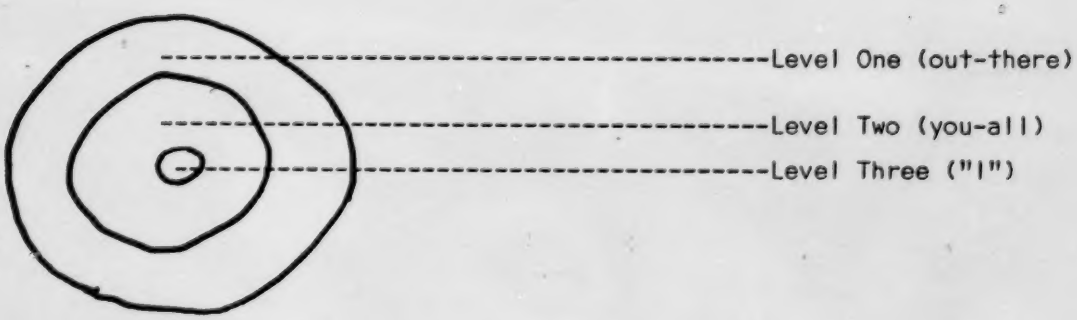
LEVELS OF COMMUNICATION

Generally speaking, we tend to communicate on about three levels. Level one is the level that is concerned with the out-there world. Communication on this level is concerned with data, facts, conditions, situations, and the like. It is descriptive in nature and involves very little risk of a person's self concept in order to participate in it.

Level two is the you-all level. When communication occurs on this level is about people, by people, concerning people. If the communication on level two is about people in regard to things (the out-there world) it moves closer to level one. When it is about your relationships with people who are intimate or important to you, it approaches level three.

Level three in communication is the "I" level. Here you communicate those important things about you. It is personal, affective, and private in nature and you usually don't open up on this level to strangers or to persons you do not trust or like.

A diagram of these levels might look like:



Most of our lives are spent communicating on the first level. Most of our Curricula are developed on this level in our schools. Yet, the most effective interpersonal interactions are on levels two and three. To enhance one's ability to work with others, to teach others, to supervise others, attention should be given to developing one's communication skills on levels two and three.

Example:

1. Taking turns with your partner describe:

   a. A bus route to your school
   b. A friend of yours
   c. Your feeling about forced busing.

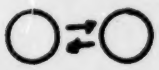
2. Try to identify the levels of communication each of you go through. Do you remain at one level continually, or do you move back and forth through them?

INTERACTIONS.

Numbers of Interactions

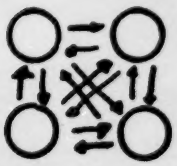
Possible when Communication

2 Person Group



3 Person Group

4 Person Group



Formula: Multiply the number of persons in the group less one by the number of persons in the group to get the number of interactions.

((Np - 1) NP = NI)

LISTENING.

Please complete the following true and false quiz by circling the correct letter "T" or "F".

T F 1. Listening and hearing are the same thing

T F 2. Only a small part of our daily time is spent in receiving information.

T F 3. Most of our information that we take in comes from reading or talking.

T F 4. Persons who do not listen effectively are not as intelligent as those who do.

T F 5. Learning to read will automatically teach us to listen.

T F 6. We think faster than we talk.

Most of us think we are good listeners when in actuality we are not. We are better at tuning out than we are at tuning in.

The skill of listening is learned as we found above in the True/False exercise. It is also the basic variable in competent communication processes. The thought form must be received--heard by the listener--if communication really takes place.

Exercises

1. Repeat content
2. Inattention
3. The "eyes" have it.

TIPS FOR EFFECTIVE LISTENING

1. Don't be critical/disapproving
   ("I hate my daddy." -- React to feeling -- not You shouldn't say such things!)

2. Don't be too busy.
   (Creates a feeling of non-importance/worth.)

3. Don't preach/moralize.
   (Lay down law about right and wrong)

4. Don't nit-pick
   (Find some small error or deficiency and then magnify it.)

5. Don't censor subject matters.
   (Sex, drugs, religion, etc.)

6. Don't (Never) use sarcasm/ridicule.
   (Self-concept destruction/mutual health hazard)

7. Allow disagreement.
   (Children and their need to shock adults.)

HELPERS IN REINFORCING POSITIVE SELF CONCEPT

Words that encourage and stimulate cooperation:

Good	Really	I like that
I see	Groovy	You don't say
I agree	Excellent	You did, huh?
Exactly	Thank you	I'm proud of you
Please	Good idea	How considerate
Fine	Very clever	I'm glad
O.K.	That's right	Would you help me?
Great	I'll Buy That	Fine job
Oh, yes	I understand	I'm happy

Conversation door openers:

Tell me about it.	Let's hear your side.
I'd like to hear about it.	Shoot, I'm listening.
Tell me more, please	Sounds like you got troubles.
Want to talk about it?	Seems pretty important to you.
Let's discuss is.	Tell me the whole story.

Facial expressions that tell the other person he's O.K.:

Nodding head	Grinning in friendly fashion
Looking interested	Giggling
Winking	Laughing
Smiling	Wrinkling nose

Neatnesses that tell the other person that he's O.K.:

Walking together	Solving a problem together
Setting beside	Going somewhere together
Eating together	Talking/listening together
Playing together	Just visiting together

Physical contacts that tell the other person he's O.K.:

Touching	Stroking arm	Fondling
Patting back	Sitting on lap	Kissing
Shaking hands	Picking up/holding	Smooching
Holding hands	Hugging	Petting

ALWAYS EMPHASIZE THE POSITIVE IN YOUR RELATIONSHIPS WITH OTHERS!

Acceptance is like the fertile soil that permits a tiny seed to develop into the lovely flower it is capable of becoming. The soil most people provide for childrens' growth is heavy with evaluation, judgment, criticism, preaching, moralizing, admonishing and commanding -- messages that convey unacceptance of the child as he is.

It is one thing for you to feel acceptance toward a child; it is another thing to make that acceptance felt.

Communicating Acceptance Non-Verbally

Nonverbal messages are communicated via gestures, postures, facial expressions, etc. Wave your right hand away from you with the palm toward the child and it is highly probable that the child will interpret this as "go away" or "I don't want to be bothered right now." Turn the palm away from the child and wave your hand toward you and the child will probably perceive this gesture as a message to "Come on over," or "I would like you here with me." The first gesture communicated nonacceptance; the second, acceptance.

Acceptance can be shown non-verbally by nonintervention and passive listening. When you don't intervene into a child's activities, he will feel "What I am doing is okay." I am accepted for what I am doing as of now. Passive listening, or saying nothing can also clearly communicate acceptance. "While I was listened to and accepted, I grew." Example:

Child: "I got sent to the office today."

Parent: "Oh?" (Instead of 'Well, that should teach you a lesson'.)

Communicating Acceptance Verbally

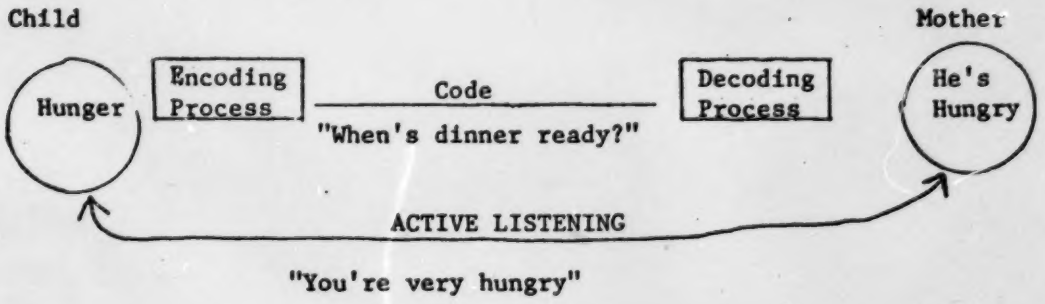
By using simple "door openers" such as:

Tell me about it
I'd like to hear about it
Tell me more
I'd be interested in your point of view

Would you like to talk about it
Let's discuss it
Shoot, I'm listening
This seems like something important to you
Really
You did, huh
Is that so
Really, how about that

These door-openers or invitations to talk can be potent facilitators of another person's communication. They encourage the child to start or to continue talking.

Active listening is another great way of expressing acceptance. When a child communicates with someone he usually has a need. He selects some signal to express this need which is a code. We must decode the message if we are going to use active listening. The child gives us feedback to tell us if we've decoded the message correctly. Example:



In active listening the receiver tries to understand what it is the sender is feeling or what his message means. Then he puts his understanding into his own words (code) and feeds it back for the sender's verification. The receiver does not send a message of his own -- such as an evaluation, opinion, advice, logic, analysis, or question. He feeds back only what he feels the sender's message meant -- nothing more, nothing less.

ACTIVITY SHEET

1. Mary won't play with me anymore. She always plays with Sally. I hate her.
2. School is a waste of time. I'm never coming back here.
3. I don't talk much.
4. Frankie pushed me.
5. I got sent to the office twice today.
6. Johnny is such a baby, he always tattles.
7. I'm not going to Mrs. K's class for reading and you can't make me.
8. Well, he started it.
9. I'm going to run away from home.
10. I had to write "I will not talk" 100 times for Mr. P because some of the class members were talking while he was out of the room.
11. Do I hate that Mrs. A. I get so bored I want to tell her to shut up.
12. Nothing I do works, what's the use of trying.
13. I don't want any dinner tonight.
14. I want my mommy.
15. I never get a chance to get the ball when the bigger kids start playing catch.

ATTITUDES REQUIRED TO USE ACTIVE LISTENING

1. You must want to hear what the child has to say. This means you must take the time and be willing to listen.
2. You must genuinely want to be helpful to him with his particular problem at that time.
3. You must genuinely be able to accept his feelings, whatever they may be or however different they may be from your own feelings or from the feelings you think a child "should" feel.
4. You must have a deep feeling of trust in the child's capacity to handle his feelings, to work through them, and to find solutions to his problems.
5. You must appreciate that feelings are transitory, not permanent.
6. You must be able to see your child or the child as someone separate from you.

PROCESS EVALUATION

1--Please rank the ability to communicate as it relates to a successful career.

1 2 3 4 5

No Importance Some Import. Much Import.

2--Have you grown as a person through the sharing of strengths?

1 2 3 4 5

No Yes

3--If this were Sunday night, June 19th, 1977, and you had the choice, would you choose to attend this workshop?

Yes_____ No_____

4--If you were about to change jobs to an occupation other that education, which of the following areas would be of greatest personal importance to you. After selecting number one, please rank order the remainder

_____ Personal Development including the development of competencies necessary to acquire basic learning skills; communicate; compute using the basic processes; acquire knowledge and skills through continued learning; make informed decisions relating to career and life development; apply acquired knowledge and skills to real-life situations; pursue personal interests and enrichment; and obtain and apply knowledge of physical fitness, nutrition, and mental health to life-long personal health/ health/maintenance.

_____ Career and Occupational Awareness, including information, activities, and guidance procedures of the career education concept designed to develop the understanding and ability necessary to make career choices, to cope with the changing economic and occupational environment, and to develop occupational and education competencies necessary for employment and continued education.

_____ Economic Understanding, including knowledge of economic systems, information on tax structure and obligations, understanding of personal and family money management, and the competencies required for the application of such knowledge and understanding to consumer practices.

_____ Understanding of Citizenship, including the rights and responsibilities of citizenship in the community, state, nation, and world social and political orders.

_____ Understanding of Family Life, including information and activities designed to develop an understanding of the role of the individual in family life, the rights and responsibilities incumbent upon each role participant, the responsibilities and duties of marriage and parenthood, and the theories and practices of child rearing and early childhood development.

_____ Understanding of Human Relations, including knowledge of the relationship of the individual to his social, cultural, natural, and political environments, and understanding of the worth and dignity of other people, and the skills and understanding required in developing an ability to work with and relate to other individuals and groups, and an appreication of the historical and cultural heritage and values of his environment and that of others.

5--Based on your experiences in this workshop, have your perceptions of the elements necessary for job seeking and changing altered?

Yes_____No_____

If so, please list how.

Considering the week's workshop which of the following do you deem the most important ingredient in your life's career.

_____Job skills and information

_____The ability to relate to other people.

PROCESS EVALUATION

1--Please rank the ability to communicate as it relates to a successful career.

1	2	3	4	5
				100%
No Importance		Some Import.		Much Import.

2--Have you grown as a person through the sharing of strengths?

	1	2	3	4	5	
No				10%	90%	Yes

3--If this were Sunday night, June 19th, 1977, and you had the choice, would you choose to attend this workshop?

Yes 100% No _____

4--If you were about to change jobs to an occupation other that education, which of the following areas would be of greatest personal importance to you. After selecting number one, please rank order the remainder

#1 Personal Development including the development of competencies necessary to acquire basic learning skills; communicate; compute using the basic processes; acquire knowledge and skills through continued learning; make informed decisions relating to career and life development; apply acquired knowledge and skills to real-life situations; pursue personal interests and enrichment; and obtain and apply knowledge of physical fitness, nutrition, and mental health to life-long personal health/ health/maintenance.

#3 Career and Occupational Awareness, including information, activities, and guidance procedures of the career education concept designed to develop the understanding and ability necessary to make career choices, to cope with the changing economic and occupational environment, and to develop occupational and education competencies necessary for employment and continued education.

#5 Economic Understanding, including knowledge of economic systems, information on tax structure and obligations, understanding of personal and family money management, and the competencies required for the application of such knowledge and understanding to consumer practices.

#6 Understanding of Citizenship, including the rights and responsibilities of citizenship in the community, state, nation, and world social and political orders.

#4 Understanding of Family Life, including information and activities designed to develop an understanding of the role of the individual in family life, the rights and responsibilities incumbent upon each role participant, the responsibilities and duties of marriage and parenthood, and the theories and practices of child rearing and early childhood development.

#2 Understanding of Human Relations, including knowledge of the relationship of the individual to his social, cultural, natural, and political environments, and understanding of the worth and dignity of other people, and the skills and understanding required in developing an ability to work with and relate to other individuals and groups, and an appreication of the historical and cultural heritage and values of his environment and that of others.

5--Based on your experiences in this workshop, have your perceptions of the elements necessary for job seeking and changing altered?

Yes 75% No 25%

If so, please list how.

Considering the week's workshop which of the following do you deem the most important ingredient in your life's career.

14% Job skills and information

86% The ability to relate to other people.

*I realize that our children need to know more, about careers. We need to become more organized.

*The actual thought in preparing for an occupation. This will make it much easier for students to make occupational choices.

*It has become more clear.

*Deepened my awareness of the need to have a great amount of preparation necessary to be successful in a career.

*More career minded toward the awareness of the many, many varities of jobs available.

*I am now aware of the 15 different clusters and that there are many job occupations.

*How people relate to each other, how they get along together is very important

*My perceptions of the elements necessary have become more clear, but they have not changed

*That careers of today may be gone tomorrow and the thing one needs is the skills and abilities to do things.

*I have found out more about the various occupations in each cluster

*I did not know the wide variety of jobs that existed

*I am now aware that all students should at least be exposed to all clusters even though he is not at that time interested in them. His interest may change

*I am now aware of jobs and their availability

PROCESS EVALUATION

1--Please rank the ability to communicate as it relates to a successful career.

1 2 3 4 5 100%

No Importance Some Import. Much Import.

2--Have you grown as a person through the sharing of strengths?

1 2 3 4 5 100%.

No Yes

3--If this were Monday, May 8, 1978, and you had the choice, would you choose to attend this workshop?

Yes 100% No

4--If you were about to change jobs to an occupation other that education, which of the following areas would be of greatest personal importance to you. After selecting number one, please rank order the remainder

58% Personal Development including the development of competencies necessary to acquire basic learning skills; communicate; compute using the basic processes; acquire knowledge and skills through continued learning; make informed decisions relating to career and life development; apply acquired knowledge and skills to real-life situations; pursue personal interests and enrichment; and obtain and apply knowledge of physical fitness, nutrition, and mental health to life-long personal health/ health/maintenance.

38% Career and Occupational Awareness, including information, activities, and guidance procedures of the career education concept designed to develop the understanding and ability necessary to make career choices, to cope with the changing economic and occupational environment, and to develop occupational and education competencies necessary for employment and continued education.

38% Economic Understanding, including knowledge of economic systems, information on tax structure and obligations, understanding of personal and family money management, and the competencies required for the application of such knowledge and understanding to consumer practices.

38% Understanding of Citizenship, including the rights and responsibilities of citizenship in the community, state, nation, and world social and political orders.

18% Understanding of Family Life, including information and activities designed to develop an understanding of the role of the individual in family life, the rights and responsibilities incumbent upon each role participant, the responsibilities and duties of marriage and parenthood, and the theories and practices of child rearing and early childhood development.

43% Understanding of Human Relations, including knowledge of the relationship of the individual to his social, cultural, natural, and political environments, and understanding of the worth and dignity of other people, and the skills and understanding required in developing an ability to work with and relate to other individuals and groups, and an appreication of the historical and cultural heritage and values of his environment and that of others.

5--Based on your experiences in this workshop, have your perceptions of the elements necessary for job seeking and changing altered?

Yes 75% No 25%

If so, please list how.

Personal interest and abilities

I would be better prepared to go into another career.

Considering the week's workshop which of the following do you deem the most important ingredient in your life's career.

_____ Job skills and information

100% The ability to relate to other people.

COMMENTS

COMMENTS

It is our feeling that in any process the "person" is the most important ingredient. We feel that through creating the proper "humane atmosphere" people are allowed and encouraged to do their best.

Whether it be Career Education or basket weaving if each and every participant is allowed to express himself and to become an equal prized member of the group the end product cannot fail.